Oklahoma Department of Rehabilitation Services

WIOA - One-Stop Delivery of Services

Who we are

The Oklahoma Department of Rehabilitation Services (DRS) expands opportunities for employment, independent life and economic self-sufficiency by helping Oklahomans with disabilities bridge barriers to success in the workplace, school and at home.

Vocational rehabilitation programs introduce or reinstate people with disabilities into the work force, creating taxpayers and reducing dependence on disability benefits and social assistance.

Vocational Rehabilitation Division: Employment services for people with any disability, except blindness.

Visual Services Division: Employment and independent living services for people who are blind or visually impaired.

Who we serve & What we do

Vocational rehabilitation (VR) services offered by the Division of Vocational Rehabilitation and the Division of Visual Services help Oklahomans with disabilities get jobs in careers of their choice.

You are eligible for VR services if you have a physical, mental or visual disability that keeps you from working and you need vocational rehabilitation services to prepare for, find, keep or return to employment. Medical and psychological assessments are used to determine eligibility and review consumers' background, abilities, disability-related barriers to employment and rehabilitation needs.
The primary VR services are counseling and guidance with job placement. Other services compensate for, correct or prevent disability-based barriers to employment:

- Vocational evaluation, counseling and career planning guidance are provided by counselors to consumers throughout the rehabilitation process.
- Information and referral help individuals get appropriate services from other agencies.
- Employment services, including job search, placement and follow-up services, help consumers find and keep suitable employment in their chosen careers.

- Assistive technology, including telecommunications, sensory and other rehabilitation equipment and devices, enable consumers to function more effectively in the workplace.
- Training includes vocational, post-secondary, on-the-job, work experience, personal and vocational adjustment, job search skills development and job coaching.
- Diagnosis and treatment of physical and mental disabilities may be provided to enhance consumers' employment opportunities when services are not available through health insurance or other benefits.
- Maintenance helps pay for additional costs connected with being evaluated to determine eligibility or receiving certain services under an individualized plan for employment (IPE).
- Transportation may be provided in connection with other services needed to reach employment goals.
  Instructional services, such as rehabilitation teaching and orientation and mobility services, assist individuals who are blind.
- Self-employment programs help individuals who want to work for themselves, telecommute using computers or operate their own businesses.
- Personal assistance services may be available while individuals are receiving VR services.
- Transition School-to-Work services help high school students with disabilities prepare for and reach employment goals.
- Supported employment assists individuals with severe physical, emotional, mental or multiple disabilities with employment in the community.
- Post-employment services help consumers get, keep or move ahead in their jobs.
- Specialized programs assist consumers who are blind, deaf, hard of hearing, deaf-blind and individuals with speech impairments, severe disabilities and those who require independent living services.
- Foreign-language interpreter services enable individuals who do not speak English to participate in their vocational rehabilitation programs.

Some services, such as medical examinations to determine if you are eligible for services, vocational counseling and job placement, are always provided at no charge to you. You may be asked to share the cost of some other services, depending on your income and financial resources.

Follow the links below for more information about our services:

- Seven Steps in the VR Process
- Know Your Rights and Responsibilities
- Client Assistance Program
- Division of Vocational Rehabilitation
- Division of Visual Services
- Apply for Services

Integrity of Professional Staff

The Oklahoma Department of Rehabilitation Services (OKDRS) requires and follows the Comprehensive System of Personnel Development (CSPD) standard that was set in 1999 for all existing staff and qualified applicants for VR Counselor positions. At the request of the Oklahoma Commission for Rehabilitation Services, all applicants for the positions of counselor, field services coordinator, and programs manager are reviewed by the OKDRS expert on CSPD.

The OKDRS core program consists of professional staff that maintain a Certified Rehabilitation Counselor (CRC) and/or Licensed Professional Counselor (LPC) credentials serving all job seeker applicants. This requires that all job seeker applicants receive a full level of confidentiality in provision of services. Therefore, OKDRS professional staff require a private meeting environment in delivery of services to all jobseeker applicants.

Delivery & Definitions of Services

Intake/Application

OKDRS policy defines *Application*:

(a) **Application for services**. An individual is considered to have submitted an application when the individual, or the individual's authorized representative, as appropriate:

(1) has completed and signed an application form or has otherwise requested services (includes, but is not limited to requests made verbally, by telephone, in writing, by facsimile, etc.);

(2) has submitted the application form, or other documentation meeting the requirements of paragraphs (a) & (b), to the receiving office where it will be date-stamped;

(3) has provided information necessary to initiate an assessment to determine eligibility and priority for services; and

(4) is available to complete the assessment process.

(b) **Necessary information**. The minimum information necessary to initiate an assessment to determine eligibility and priority for services consists of:

(1) individual's name;

(2) reported disability;

(3) individual's address, with finding directions when needed;

(4) individual's social security number, if available; and

(5) availability of documentation of the reported disability.

(c) **General Health Checklist.** The general health checklist (GHC) is a survey tool used to determine what diagnostic information will be needed to assess an applicant's eligibility or ineligibility. A general health checklist will be completed for each applicant. The counselor/teacher in consultation with the client will decide if purchasing a medical examination is necessary when the GHC indicates the presence of any condition. This decision will be based upon availability of existing medical records, and the reported degree of limitation to employment caused by the condition.

(d) **Application Status**. While the client is in this status, the counselor will secure sufficient information to make a determination of eligibility and priority group assignment, determine ineligibility for vocational rehabilitation services, or to make a decision to conduct a Trial Work Experience or an Extended Evaluation. The VR Professional will determine whether an individual is eligible for vocational rehabilitation services within a reasonable period of time, not to exceed 60 days from the date of application.

(e) **Case recording requirements - initial interview**. Pertinent information from the initial interview and applicant information forms is recorded in a narrative that is placed in the case file.

(1) The record must document that the applicant or representative was provided an explanation of his/her rights and responsibilities and given a copy of the CAP handout and approved client handbook.

(2) The record must document that the applicant was given the opportunity to register to vote or change registration when applying for or receiving services, in accordance with the requirements of the National Voter Registration Act of 1993.

Vocational Assessments

Division of Vocational Rehabilitation

OKDRS maintains professional staff members that are Certified Vocational Evaluators (CVE) and secure external contracts with licensed or certified professionals for the provision of services for Vocational Rehabilitation Evaluation and Assessments.

Vocational Evaluations/Assessment

Accommodations: Accommodations for vocational evaluations/assessment can be providing clients a one-on-one evaluation because of their disability, magnifier's to enlarge print, interpreters for the deaf and hard of hearing, testing material in Spanish (if available) and timed and untimed academic tests, assessments that do not require reading, nonverbal test.

Work Samples:

Air Conditioning & Refrigeration: This job sample tasks shows the ability to follow instruction, using the tools properly, accurate measurements, understanding the principal in the soldering section and the use of a torch, following safety procedures and they have craftsman's skills and pride in their work.

Alphabetical Filing: On this task consumer is given 280 cards on which have been typed business and consumer names. They are to be filed alphabetically.

Animal Caretaker: This work sample assesses the client's ability to give proper care to a small animal by observing how they handle, water, fed and clean up after a pet.

Art Work Sample: This work sample asks for examples of art work consisting of a person, an animal, a type of transportation, and a style of lettering using color on most or all. Speed and professional appearance are considered as well as quality.

Assembly Work: This job sample task requires the individual to work quickly using only his hands and handling small items.

Bench Work: This particular job sample task requires the use of numerous hand tools in performing light maintenance repair tasks.

Carpentry:

Cash Register: This work sample involves 12 envelopes which have money amounts written on the outside. Each envelope also has an amount written in the corner. Consumers' job is to enter the money amount into the cash register as the amount purchased. Consumer is then to enter the amount in the corner as the amount tendered. The correct change is to be put into the envelope. To do this work sample consumer must be able to understand complex instructions in order to correctly use the cash register and must also be able to count money and make correct change.

Change Making: This task involves reading the correct money amount in both dollar and cents from the front of an envelope. Consumer is then to find this amount in the change drawer and to place it in the envelope.

Childcare: This work sample involves using an anatomically correct, life-like doll. In this task, the consumer must undress the baby, bathe it and dress it again. The work sample is designed to determine if an individual is capable of safely handling a child and has the ability to understand procedures to follow, such as testing water temperatures and holding the baby's head in a safe manner.

Cleaning (Hospital Housekeeping): Consumer was given the task of cleaning a portion of a kitchen area. The task was explained in the context of cleaning to health department standards as would be necessary in a hospital or nursing home setting.

Collating: Consumer is given the task of collating packets of test information, which consists of four to eight pieces.

Computer Data Entry/ Information Processing: This is a basic computer work sample, which consists of two parts. The work sample instructs the consumer to initiate software, complete and record several lessons related to data entry and computer literacy. The first part is designed to familiarize the individual with the keyboard and the second part consists of actually entering information into a data processing.

Computer Graphic Arts: This job sample test requires the consumer to use the paint program that is in most computers. It requires the use of the mouse and an understanding on a few basic rules in selecting the computer brushes, colors, and various other tools.

Computer Keyboard Work Sample: This work sample is designed to introduce individuals to the use of the keyboard and if it is so desired to also afford them the opportunity to do an extended practice, which would allow the evaluator to determine potential for accuracy and skills in this occupation.

Cooking and Baking: This work sample requires the individual to understand the instructions for baking chocolate brownies and to recognize and use various cooking utensils and the proper measurements.

Cosmetology: This work sample requires the individual to understand and execute examples of basic cosmetology services including: mock hair coloring, rolling the hair into both rollers and pin curls, and shampooing.

Crawford Small Parts Dexterity Test (CSPDT): This work sample is a performance test designed to measure fine eye-hand coordination and realistic indication of dexterity in handling small parts.

DATA Calculation & Recording: In this program, consumer is evaluated on the tasks common to many jobs in the field of data calculation. During the program the participant is required to use the electronic printing calculator; calculate the weekly payroll for 13 employees; calculate total wages and total new pay;

reconcile a quarterly report, determining gross and net pay averages for the quarter; and return materials and tools and clean the work station.

Drill Press Operation: The consumer is required to lie out and drill 500 1/8" holes using the drill press. This particular drill press requires the use of two hands and one foot in coordination while drilling the holes.

Entrepreneur Work Sample: This work sample consists of five parts. The first two parts are the data entry and ten key clerical tests. The final three parts consist of figuring gross income, expenditures and check writing. The work sample also contains an entrepreneur's inventory/assessment. This work sample takes into account some basic accounting principles necessary for starting a business.

Five Part Assemblies: This assembly consists of five parts including a coupling, two nuts and two washers. One nut and on washer go in each end of the unit. This work sample consists of 50 units.

General Clerical Test/Ten Key Adding Machine: This work sample consists of balancing a monthly sales report and relates to any occupation that requires accuracy in record keeping or transferring information.

Hand-Tool Dexterity: The purpose of this work sample is to provide a measure of proficiency in using ordinary mechanics" tools. This type of skill is important in many different factory jobs, in industrial apprentice training and in the servicing of home, office, farm and automobile equipment.

Lafayette Work Sample Series: This consists of a series of hands on instruments that test a variety of skills including, eye-hand coordination, finger dexterity, manual dexterity and tool use. It also reveals the degree to which an individual has the ability to following instructions.

Laundry Worker: This work sample consists of operating washing and drying machines for various household articles, such as clothing, towels and linens as well as proper folding of items.

Mailroom: This work sample consists of sorting mail and placing it in the appropriate mailbox slot. Consumer must be able to use a directory to the sort the mail and place it correctly.

Mailroom & Alphabetical Filing of Mail: This work sample consists of sorting mail and placing it in the appropriate mailbox slot. Consumer must be able to use a directory to the sort the mail and place it correctly. An additional task of alphabetizing the mail by last name is also requested.

Make-Up Artist/Skin Specialist: This work sample requires the individual to apply make-up to a doll face to enhance the appearance.

Mavis Beacon Keyboarding: Word Processing: This job sample teaches keyboarding and tests keyboarding skills.

Measuring: Basic measuring skills (no metrics) are evaluated on this sample of exercises ranging from eye balling measurements using a measuring key to using a ruler to measure lines to the 1/16th of an inch. Ability to use a ruler, time on task and attention to detail and accuracy are assessed.

Measurement: This test consist of tasks which include determining an individual's ability to read and use a standard ruler or tape measure reading predetermined increments and measurements.

Medical Service: This job sample task requires wrapping an ace bandage correctly after receiving instructions on how to do so, chart entries on fluid intake and output. It also requires adding the totals of the various fluid intakes and output and enters this on the chart. Blood sugar tests are performed on the separate specimens and the results are recorded. This work samples allows the individual work with a stethoscope, thermometer and check oxygen levels.

Money Counting: This work sample consists of 12 envelopes with various amounts of money written on the outside of the envelope ranging from 17 cents to $100.00. Consumer is to read the money amount and take the correct amount of money from the change drawer and insert it in the envelope.

Nail Tech: This work sample requires the individual to understand and execute basic nail applications. It consists of 5 simulated nails attached to a plastic hand where the consumer is asked to choose out of several colors of nail polishes and decorative applications to apply to the nails. Hand and finger dexterity is needed with this work sample as well as basic artistic and creativity abilities.

Numerical Filing: On this task consumer is given numerous cards which have typed numbers. They are to be filed numerically.

O'Connor Wiggly Block: Consumer is given the opportunity to reassemble a 9-piece would block puzzle. This taxes one's ability to visualize construction in the third dimension of space. This ability is said to be indicative of aptitudes for occupations such as machinist, tool and die-maker, draftsman, engineer and architect.

Occupational Exploration: Consumer was given the opportunity to do some career research utilizing our computerized career search program and also using our research materials and references books.

Size Discrimination: This task requires the consumer to select the proper size nuts to fit a variety of different size bolts.

Small Engine Repair: This test measures the person's ability to follow instructions. They must identify and use a number of hand tools and use the tools to disassemble and reassemble a small gas engine.
Sorting: This is a work sample designed to determine an individual's ability to follow instructions by selecting and placing five each of red, white and blue chips into a container and placing the lid on the container.

Three-Part Assembly: The purpose of this work sample is to see how accurately and quickly the individual can assemble the electric connectors. This work sample measures judgment, eye-hand coordination, finger dexterity and the assembly of gross parts without tools.

Typing: The typing test used is a computer-generated program, which the individual completes timed exercises.

Welding/Brazing: This work sample is generally given to test an individual's ability to understand verbal instructions, to understand the need for following specific steps, to see if they possess craftsman skills and pride in workmanship, and if they respect safety procedures.

Valpar Component Work Sample #1, Small Tools: This assesses the ability to make precise finger and hand movements and to work with small tools in tight or awkward places.

Valpar Work Sample #2, Size Discrimination: This assesses the ability to perform work tasks involving size discrimination, manual and finger dexterity.

Valpar Work Sample #3, Numerical Sorting: This assesses the ability to perform work tasks involving sorting, categorizing and filing by number arrangement and using numbers and numerical series.

Valpar Work Sample #4, Upper Extremity Range of Motion: This assesses upper extremity range of motion and work tolerance in the upper body and is designed to evaluate a person's ability to use both of his hands in a work situation. It requires placing numerous different sized bolts inside a box through a small opening using both hands.

Valpar Work Sample #5, Clerical Comprehension and Aptitude: This assesses a variety of clerical work samples.

Valpar Work Sample #6, Independent Problem Solving: This assesses the ability to pay attention to detail and to compare discern differences among variously colored geometric designs.

Valpar #7 Multi-Level Sorting: This work sample assesses the ability to make rapid sorting decisions involving several levels of visual discrimination of color, numbers, letters, and combinations of these.

Valpar Work Sample #8, Simulated Assembly: This assesses the ability to perform repetitive assembly work requiring manipulation and bilateral use of the upper extremities.

Valpar Work Sample #9, Whole Range of Motion: This assesses whole body range of motion, agility and stamina through gross body movement of the trunk, arms, hands and legs.

Valpar Work Sample #10, Tri-Level Measurement: This assesses work skills related to inspection and measurement tasks, ranging from simple to precise.

Valpar Work Sample #12, Soldering & Inspection (electronic): This assesses the ability to use small tools and to make precise hand and finger movements in close coordination with the eyes.

Valpar Component Work Sample #15, Electrical Circuitry and Print Reading: This assesses work skills related to understanding and working with electrical circuits.

Valpar Work Sample #16, Drafting: This assesses drafting and blueprint reading skills.

Valpar Work Sample #17, Pre-Vocational Readiness Battery: This is designed to cover a wide range of populations from cognitively disabled to special needs students with specific learning disabilities.

Ability, Interest, and Achievement Tests:

COPSII (CAREER OCCUPATIONAL PREFERENCE SYSTEM II) interest inventory; It is based on knowledge of school subjects and activities common to students in the 4th grade to high school.

TESTS/ASSESSMENTS

These assessments are given at the Career Planning Center and can be taken to other locations if needed. However some cannot be given in a group type setting.

1. **RAI Reading Index 12:** This is an untimed test of basic reading skills which provides reading grade level. Can be given in a group setting.
   Level 1: Picture word association
   Level 2: Word decoding
   Level 3: Phrase comprehension
   Level 4: Sentence comprehension
   Level 5: Paragraph comprehension I
   Level 6: Paragraph comprehension II

2. **RAI Arithmetic Index:** This is an untimed test of basic math skills which provides a grade level. Can be given in a group setting.
   Level 1: Addition and subtraction of whole numbers.
   Level 2: Multiplication and division of whole numbers.
   Level 3: Fractions.
   Level 4: Decimals and percentages.
   Level 5: Square roots and powers.
   Level 6: Geometry and Word Problems.

3. **RAI Reading Index:** An untimed reading test which provides reading grade level. Can be given in a group setting.
   Level 1: Picture word association
   Level 2: Word decoding
   Level 3: Phrase comprehension
   Level 4: Sentence comprehension
   Level 5: Paragraph comprehension

4. **ODT-Oral Directions Test:** A tape recorded wide-range tests of general mental ability. Can be used for individuals with limited education and given in a group setting. Approximately 15 minutes.

5. **Shipley Institute of Living Scale:** The Shipley Institute of Living Scale is designed to assess general intellectual functioning in adults and adolescents. Consumers are given both a Vocabulary and Abstract Reasoning Test. They are given ten minutes to complete each portion of the test. Scores are based on the WAIS-R with a standard error of measurement of +/- 6. The scores are also based on same age populations. Can be given in a group setting.

6. **Shipley 2:** The Shipley 2 is a revision and re-standardization of the *Shipley Institute of Living Scale,* a brief measure of cognitive functioning and

impairment. The Shipley 2 involves testing two aspects of cognitive ability: Vocabulary – knowledge gained as a result of education and experience and Abstraction – the ability to use logic and other skills to learn and acquire new information. The Vocabulary section is timed for 10 minutes and the Abstraction is 12 minutes. Can be given in a group setting.

7. **COPS, CAPS, COPES:** can be given in a group setting
   COPS: untimed interest inventory
   COPS-PIC: same as COPS except it uses pictures usually used with clients that have difficulty with reading/learning disability.
   CAPS: abilities, 8 sections, 5 minutes each
   COPES: untimed work-related values

8. **Reading Free Interest Inventory (R-FVII)**: An untimed interest inventory, client selects one pictured activity from a choice of three in 55 picture sets. Gives results in 11 occupational categories. Is designed for use with individuals functioning in the borderline to extremely low range with poor reading skills. Can be given in a group setting.

9. **BETA III:** The Beta III is a group-administered, nonverbal test that provides a quick and reliable measure of nonverbal intellectual ability. Beta III is designed for use with individuals in the general population aged from 16 to 89 years, or with individuals who are non-English speakers, relatively illiterate, or have language difficulties. Can be given in a group setting.

10. **Wide Range Achievement Test (WRAT-4):** This is a basic academic assessment providing a grade level equivalent in the areas of reading (word recognition), spelling, and arithmetic. Can be given in a group setting.

11. **CHOICES:** This program provides various occupations that can add functional limitations, environmental conditions, testing results and transferable skills. It can also give information on strengths and weaknesses a client has that is related to the type of occupation they are interested in doing.

12. **OK Career Guide:** This is an online career planning system for Oklahoma. It is used to assist an individual develop career awareness, possible career plans and research careers.

13. **College Qualification Test:** The College Qualification Tests are a series of three ability tests developed for use by colleges in admission, placement, and guidance procedures. The Test results are also helpful in advising students who have college aspirations. There are three subtests that measure: word meaning, mathematical ability and general information. Can be given in a group setting.

14. **Computer Operator Aptitude Battery:** This is a set of test to measure aptitude for the work a computer operator performs. There are three individual tests that are timed separately. This testing instrument is normed with computer operator trainees. Can be given in a group setting.

15. **Computer Programmer Aptitude Battery (CPAB):** This is a test to measure the aptitudes for learning and performing the job of computer programming and system analyst. Can be given in a group setting.

16. **Entrepreneurial Career Assessment:** This instrument consists of 20 items in which the client rates themselves in self-employment situations. It allows the client to gain insight into the differences between self-employment and working for an employer. This is not a test nor does it predict business success. Can be given in a group setting.

17. **George Washington Nursing Aptitude Test:** This test measures aptitudes for nursing and related occupations. It measures judgment in nursing situations, visual memory, scientific vocabulary, and understanding directions. Can be given in a group setting.

18. **Raven Progressive Matrices:** This is an untimed non-verbal test of basic reasoning ability. Can be used in a group setting.

19. **Test of Mechanical Concepts:** This is an untimed test of basic mechanical ability. It is designed to measure an individual's ability to visualize and understand basic mechanical and spatial interrelationships. It is also a measure of an individual's knowledge of common mechanical tools and devices.

    The test is appropriate for evaluating individuals for hire, promotion or training for such jobs as assembler, maintenance mechanic, machinist, factory production worker and for any other job that requires the ability to understand mechanical concepts.

    The test is made up of the following three subtests and can be given in a group setting:

    Mechanical Interrelationships: measures an individual's ability to understand mechanical and spatial relationships. The subtest consists of twenty-four drawings that depict mechanical movements and interrelationships. The examinee responds to questions related to the drawings by marking one of up to five alternatives. In order to answer these items successfully, an individual must understand basic mechanical concepts.

    Mechanical Tools and Devices: measures an individual's knowledge of

common mechanical tools and devices. The subtest contains thirty items, with five alternative answers, that refer to an accompanying drawing of a mechanical tool or device. The examinee must either identify the name of the tool or device or identify what it is used for. One of the alternatives is clearly the correct answer. The other four alternatives will seem plausible to an individual who has only a limited knowledge of mechanical tools.

Spatial Relations: measures an individual's ability to visualize and manipulate objects in space. The examinee is presented with four key geometric figures. Each of the twenty-four items consists of one of the key figures cut up into two or three-piece segments. The individual must identify which of the key figures is represented by the cut-up.

20. SAGE EVALUATION SYSTEM

The full **SAGE Evaluation System** was administered in addition to those evaluation services needed to answer the specific questions raised by the referring counselor. The **SAGE** assesses interests, work attitudes, aptitudes (intellectual, perceptual, psychomotor, and physical), temperaments, and learning styles. It allows the inclusion of information involving known physical, environmental, and temperamental limitations. Can be given in a group setting.

APTITUDES:
SPATIAL APTITUDE: The ability to think visually of geometric forms and to comprehend the two-dimensional representation of the three-dimensional objects; ability to recognize the relationships resulting from the movement of objects in space.

FORM PERCEPTION: The ability to perceive pertinent detail in objects or in pictorial or graphic material; ability to make visual comparisons and discriminations and see slight differences in shapes and shading of figures, widths and lengths of lines.
MOTOR COORDINATION: The ability to coordinate eyes, hands or fingers rapidly and accurately in making precise movements with speed.

FINGER DEXTERITY: The ability to move the fingers and manipulate small objects rapidly and accurately.

MANUAL DEXTERITY: The ability to move the hands and easily and skillfully; ability to work with the hands in placing and turning motions.

COLOR DISCRIMINATION: The ability to perceive or recognize similarities as differences in colors, or in shades or other values of the same color; to identify a particular color or to recognize
harmonious or contrasting color combinations or to match colors accurately.

TEMPERAMENTS PROFILE:

Direction which involve being responsible for the direction, control or planning the activities or others such as teachers, attorneys, administrators, managers, ship commanders, program coordinators.

Influencing which involves influencing people in their opinions, attitudes or judgments about ideas or things such as advertising agents, product promoters, sales persons and product demonstrators.

Repetitive which involves performing repetitive or short-cycle work, performing routine and uninvolved tasks according to set procedures, sequence or pace such as shipping and receiving clerks, mail room clerks, assemblers and food product packers.

Stress which involves performing effectively under stress; coping with situations dangerous to the worker or others such as fire fighters, police, surgeons, air traffic controllers, pilots and power line workers.

Variety which involves performing a variety of duties, changing from one task to another of a different nature without loss of efficiency or composure such as secretaries, consultants, nursing aides and hotel front desk agents.

Alone which involves working alone or apart in physical isolation from others, in an environment that regularly precludes face-to-face interpersonal relationships for extended periods of time due to physical barriers or distances involved such as forest rangers, truck drivers and explorers.

People which involves dealing with people in interpersonal relationships that go beyond receiving work instructions such as counselors, receptionists and personnel interviewers;

Under which involves working under instructions and performing work which demands preciseness such as pharmacists and materials inspectors;

Judgments which involve making judgments and decisions, solving problems and reaching conclusions based upon subjective or objective criteria such as product inspectors, newspaper editors, insurance writers and real estate appraisers;

Tolerances which requires the precise attainment of set limits, tolerances or standards adhering to and achieving exact levels of performance such as computer programmers, accountants and pharmacists;

Expressing which involves the expression and interpretation of feelings, ideas or facts in terms of one's personal viewpoint such as writers, artists, reporters and interior designers

LEARNING STYLES PROFILE
Major Learning styles:
Visual Numerical: indicates that you learn how to work with numbers better when you can see the numbers or problems written.

Kinesthetic-Tactile: indicates that you learn best by doing and involving all your senses. You understand and remember better when you are able to work with material with accompanying sight and sound. You may find that you use your finger to follow along while you read.

Social-Group: indicates that you can work better and get more done with a lot of action and interaction going on around you. You value the input of other people and group interaction increases learning and remembering facts.

Expressiveness-Oral: indicates that you can easily tell what you know better than you can write it. You probably talk fluently, comfortably and seem to be able to say what you mean. You can easily give oral reports and prefer doing that over writing them.

21. **Measurements Worksheet for Cooking/Baking:** This assesses the individual's ability to know various measurements that are used in cooking and/or baking occupations.

22. **Barber Test:** This assesses the individual's knowledge of the proper methods in the treatment of the hair and scalp.

23. **Manicure Test:** This assesses the individual's knowledge of the proper methods in manicuring nails such as what types of instruments to use, adequate cleaning of instruments and correct way to apply polish.

24. **Beauty Salon Scheduling:** This assesses the individuals understanding of how to properly schedule appointments that require different lengths of time to finish without overlapping clients.

25. **Vital Signs Test:** This assesses the individual's basic knowledge of general vital signs information that is often used by medical assistants, nurse aides, home health aides and nurses.

26. **Security Guard Test:** This test gives various security related scenarios to individuals who are interested in being a security guard or in law enforcement. It assesses their ability to follow and give directions as well as assesses their

knowledge of appropriate ways to interact in situations where the law has been broken.

Psychological Evaluations/Assessment

Accommodations: Psychological evaluations/assessment can be providing clients a one-on-one evaluation because of their disability, magnifier's to enlarge print, interpreters for the deaf and hard of hearing, testing material in Spanish (if available) and timed and untimed academic tests, assessments that do not require reading, nonverbal test.

Psychological Evaluation Testing List:

Shipley-2-IQ

Beta-III-IQ

Test of Nonverbal Intelligence-Fourth Edition (TONI-4) - IQ

Wechsler Adult Intelligence Scale–Fourth Edition (WAIS–IV)-IQ

Wechsler Abbreviated Scale of Intelligence-Second Edition (WASI-II)-IQ

Connor's Continuous Performance Test II (CPT II)-ADHD assessment

SRA® Reading (RAI)-Reading academic test

Wide Range Achievement Test-fourth edition (WRAT4)-achievement test

Woodcock-Johnson IV- test of achievement often used to test for learning disabilities.

Beck Depression Inventory-II-assessment for depression

Beck Anxiety Inventory-assessment for anxiety

Gilliam Autism Rating Scale- Second Edition (GARS-2)-Autism rating scale

Adaptive Behavior Assessment System-Third Edition-assessment for adaptive behaviors

Substance Abuse Subtle Screening Inventory-Third Edition-assessment for substance abuse

MMPI-II-personality assessment

Millon Clinical Multiaxial Inventory-III (MCMI-III)-personality assessment

Trauma Symptom Inventory-II- for PTSD assessment

Division of Visual Services

OKDRS maintains one professional staff member who is Comprehensive Vocational Evaluation System (CVES) certified, as well as a *certified or licensed* Professional Vocational Evaluator (PVE). For severely visually impaired and blind consumers, the only test that is normed for blindness is the CVES, which requires a certification to administer. There are no external contracts for provision of services for Visual Services Vocational Evaluation and Assessments.

The Visual Services Vocational Evaluation and Assessment categories include:

- Cognitive Testing
  - Cognitive Test for the Blind (CTB) – intellectual assessment for the visually impaired or blind
  - Shipley-2 – measures intellectual functioning and cognitive impairment
- Academic Achievement
  - Wide Range Achievement Test (WRAT-3) – screens reading recognition, spelling and arithmetic
- Sensory and Motor Skills
  - Haptic Sensory Discrimination Test (HSDT) – normed for blind and tests tactual-visual information
  - McCarron Assessment of Neuromuscular Development (MAND-VI) – measures fine and gross motor functions
- Career Search
  - Career Ability Placement Survey (CAPS) – tests for manual speed and dexterity, verbal reasoning, numerical ability, spatial relations, language usage and mechanical reason, word knowledge, perceptual speed and accuracy
- Interest Inventories
  - COPS – Interest Inventory – tells if someone has interest in professional or skilled sciences, technology professional or skills, consumer economics, outdoor, professional or skilled business, clerical, communication, professional arts or skilled arts and professional service or skilled service
  - Self-Directed Search (SDS) – Form E (SDS-E) – career interest test that asks questions about your aspirations, activities, skills, and interests
- Work Values Assessment
  - Career Orientation Placement and Evaluation Survey (COPES) – assesses the following qualities in a person: accepting, carefree, supportive, flexible, private, realistic, reserved, investigative, practical, independent, leader, orderliness, recognition, social, aesthetics, conformity – all

together give summary of interests, abilities and work values for certain occupations

Career Services

Employment Plan

Adults

IPE

OKDRS defines Individualized Plan for Employment (IPE) as:

(a) **Options for developing the Individualized Plan for Employment (IPE).** The VR counselor will provide the eligible individual, or the individual's authorized representative, in writing and in appropriate mode of communication, with information on the individual's options for developing the IPE.

(1) The required information will include the following:

(A) information on the availability of assistance, to the extent determined to be appropriate by the eligible individual, or authorized representative, from a qualified VR counselor in developing all or part of the IPE, and the availability of technical assistance for this purpose;

(B) a description of the required content of the IPE;

(C) as appropriate:

(i) an explanation of agency requirements for client participation in cost of services;

(ii) additional information requested by the individual or authorized representative;

(iii) information on the availability of assistance in completing VR/VS forms required in developing the IPE;

(iv) For cases involving Mental Disorders and Obesity, treatment must be incorporated as a service in the IPE, in accordance with DRS policy.

(D) a copy of a DRS publication addressing client's rights and responsibilities.

(2) For cases in an open priority group, the IPE must be completed and signed as soon as possible, consistent with the needs of the individual, but not more than 90 calendar days following the eligibility determination, unless the individual or the authorized representative and the VR or VS counselor jointly agree to an extension of time of a specific duration. The 90-day time frame for development of the IPE will be applied from the date a closed priority group is reopened.

(b) **Vocational objective.** The primary purpose in providing vocational rehabilitation services is to assist an eligible individual obtain appropriate competitive employment in an integrated setting consistent with the individual's informed choice. The choice of a vocational objective for an individual receiving vocational rehabilitation services must be based primarily upon the individual's strengths, resources, priorities, concerns, abilities, interests and capabilities.

(1) **Informed choice.** The vocational objective is to be chosen with the full participation of the client. The client's interests and informed choice determine his or her vocational goal to the extent these factors are consistent with the client's strengths, resources, priorities, concerns, abilities, interests and capabilities.

(2) **External conditions.** Factors such as the local labor market or local economy must also be taken into consideration. However, in most cases these factors cannot be used as the only basis upon which to determine whether a vocational objective is appropriate.

(c) **Non-competitive vocational objectives.** The primary mission of VR and VS is to help eligible individuals achieve competitive employment in an integrated work setting. Therefore, careful consideration and planning are required when services are to be provided to achieve a long term goal of non-competitive employment.

Youth (Transition School to Work)

IEP

Individualized Education Program (IEP) is defined as: a document that is developed for each public school child who is eligible for special education and related services through a team effort and reviewed annually.

An IEP identifies the student’s unique strengths and needs and outlines the individualized goals of a student who has been found to have a disability, as defined by Individuals with Disabilities Education Act (IDEA). The IEP guides the delivery of special education and related services to help students reach educational and transition goals through effective teaching and learning. In all cases the IEP must be tailored to the individual student's needs as identified by assessments and the IEP team, and must especially help teachers and related service providers (such as occupational therapists) understand the student's disability and how the disability affects the learning process.

The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and services and supports are necessary to help the student learn more effectively. Developing an IEP requires assessing students in all areas related to the known disabilities, simultaneously considering ability to access the general curriculum, considering how the disability affects the student’s learning, forming goals that correspond to the needs of the student, and choosing a placement in the least restrictive environment possible for the student.

As long as a student qualifies for special education and related services, the IEP is mandated to be updated at least annually up to the point of high school graduation, or through the 21st birthday (while still a student in secondary education). If a student in special education attends a higher education institution, such as a college or university upon graduation, the higher education's own system and procedures take over as indicated in the American with Disabilities Act (ADA). Placements occur along a continuum from fully mainstreamed in the general education classrooms to direct instruction in classes taught by special education teachers.

An IEP is meant to ensure that students with disabilities participate in all aspects of school culture and academics as much as is possible for that individual student. In this way, the student is able to have specialized assistance when such assistance is absolutely necessary, and otherwise maintains the freedom to interact with and participate in the activities of his or her peers without disabilities.

Assistive Technology

Physical and Programmatic Accessibility

One-stop system certification policy standards for accessibility

Oklahoma's Workforce System commitment on enhanced accessibility will continue by 'Thinking Accessibility' while serving individuals with disabilities. The "Accessibility = Access for All" within the Oklahoma Works workforce system, is a standard that has been set to springboard success for Oklahoma's business and employers and job seekers in reaching Oklahoma's Goal of Wealth Generation.

The one-stop system standards and certification criteria policy will be designed utilizing the Americans with Disability Act (ADA) for physical accessibility. The Oklahoma Electronic and Information Technology Accessibility Law and Standards will be applied for accessibility of digital services. The Web Content Accessibility Guidelines (WCAG) 2.0, Levels A and AA, will be utilized for websites, web applications, and digital documents certification criteria and standards.

Ensuring opportunities for all is critical to meet the goal in creating an environment where people with disabilities have the same opportunities to participate in the workforce as do people without disabilities. As businesses and employers find that the labor pool is tightening, following through on these criteria and standards will ensure businesses and employers have access to more qualified people to fill needed positions.

Division of Vocational Rehabilitation

OKDRS delivers assistive technology for job seekers in their journey to employment. Assistive technology specialists complete a variety of different assistive technology assessments and evaluations for job seekers, business work sites, and system partners. The types of evaluations are home modifications, vehicle modifications, personal mobility needs, computer access, worksite modifications, activities of daily living, communication school accommodations, and accessibility reviews. Assistive technology specialists focus on the reported obstacle, rather than the disability diagnosis. A big part of an assistive technology evaluation is to identify what the real problem or obstacle is for the individual job seeker or business work site.

Division of Visual Services

The need for assistive technology devices and services is to be addressed in the client's Individualized Plan for Employment. Counselors and rehabilitation teachers may refer clients with visual disabilities to the Division of Visual Services assistive technology laboratory for blindness and low vision which may provide or procure:

(1) assistive technology evaluations;

(2) recommendation of assistive technology devices and services to meet individual needs;

(3) training in use of technology and devices, referral to training sources and information on training options;

(4) information on technologies and devices to meet specific individual needs;

(5) technical assistance for installation and operation of select applications and devices; and

(6) demonstration and loan of adaptive aids, devices, electronic and computer technologies and other assistive technology products.